



2018-2019 Principal Preparation Grant Program

Application Due 5:00 p.m. CT, March 13, 2018

NOGA ID

Application stamp-in date and time

Three copies of the application are required to be submitted. **One copy MUST bear the original signature of a person authorized to bind the applicant to a contractual agreement.** All three copies must be received no later than the above-listed application due date and time at this address:

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Grant Information

Grant Period **04/13/2018** to **06/30/2019**

Program Authority **P.L. 114-95, ESSA, Title II, Part A**

☐ Pre-award costs are permitted.

☒ Pre-award costs are not permitted.

Required Attachments

The following attachments are required to be submitted with the application. No other submitted materials will be reviewed.

The following four attachments, listed in the program guidelines:

1. IHE/EPP scope and sequence
2. IHE/EPP instructional coaching protocols
3. IHE/EPP course syllabus
4. IHE/EPP evaluation process and metrics

Applicant Information

Name **Fort Bend Independent School District** CDN or Vendor ID **079-907** ESC # **4** Campus # DUNS # **073905135**

Address **16431 Lexington Blvd.** City **Sugar Land** ZIP **77479** Phone

Primary Contact **Gwyn Touchet** Email **Gwyn.Touchet@fortbendisd.com**

Secondary Contact **Amanda Salazar-Flores** Email **Amanda.Salazarfl@fortbendisd.com**

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations. I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable:

- ☒ Grant application, guidelines, and instructions
- ☒ General Provisions and Assurances and any application-specific provisions and assurances
- ☒ Debarment and Suspension Certification
- ☒ Lobbying Certification

Authorized Official Name/Title **Charles Dupre/Superintende** Signature  Date **03/08/2018**

Grant Writer Name **Amanda Salazar Flores** Signature  Date **03/07/2018**

☒ Grant writer is an employee of the applicant organization.

☐ Grant writer is not an employee of the applicant organization.

701-18-105-017

RFA # **701-18-105** SAS # **276-18**

2018-2019 Principal Preparation Grant Program

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Shared Services Arrangements

- ☒ Shared services arrangements (SSAs) are permitted for this grant. **Check the box below if applying as fiscal agent.**
 The organization submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter
☐ into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.
☐ SSAs are not permitted for this grant.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
FBISD/UH M.Ed. cohort students cite a lack of time to participate in Principal Advisor & Coach (PAC) observations and instructional coaching feedback session.	-Provide 3 additional PAC's to lower the PAC to student ratio. -Provide 3 days of substitute leave to all enrolled students to allow opportunity to attend full-day cite visits with assigned PAC.
A need for a structured coaching protocol exists in which coaching measurements, processes, and techniques are taught and practiced in an educational setting.	-Provide professional coaching training through the Insights Program -Provide the Insight Discovery Methodology to all M.Ed. students.
Department of School Leadership indicates a high need to attract and select competent campus leaders	-Attract high quality candidates by offering tuition reduction opportunities for all M.Ed. students. -Create a competitive selection process in which 10 students are allowed to participate in the program.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

Through a dynamic partnership, Fort Bend ISD and the University of Houston will enhance the current principal pipeline program through the implementation of a comprehensive rigorous residency program. By the end of the Spring 2019 semester, it is expected that 100% of students will demonstrate mastery of the Texas Principal Standards (Chapter 149. Commissioner's Rules Concerning Educator Standards Sub-chapter BB. Administrator Standards.) as measured by principal preparation program course performance, Principal Advisor and Coach (PAC) observations, certificate of conference attendance, absence reconciliation forms, and end of semester transcripts (Fall 2018 & Spring 2019).

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark:

First-Quarter Progress toward obtaining the intended goals are as follows:

1. Course Performance: 100% of all students will maintain a 3.0 grade point average (on a 4.0 scale) for all completed coursework (Tentative classes include: ELCS 6320, ELCS 6330, and ELCS 6393).
2. PAC Observation: Using the Field Supervisor Protocol, 100% of all students will make proficient progress toward mastery of the selected Texas Principal Standards.
3. Certificate of Attendance: 100% of all students will attend the TEA Conference, June 6-8.
4. Attendance Reconciling: Verify 100% of all students attend job shadowing opportunities with PAC.

Measurable Progress (Cont.)**Second-Quarter Benchmark:**

Second-Quarter Progress toward obtaining the intended goals are as follows:

1. Course Performance: 100% of all students will maintain a 3.0 grade point average (on a 4.0 scale) for all completed coursework (Tentative classes include: ELCS 6320, ELCS 6330, and ELCS 6393).
2. PAC Observation: Using the Field Supervisor Protocol, 100% of all students will make proficient progress toward mastery of the selected Texas Principal Standards.
3. Attendance Reconciling: Verify 100% of all students attend job shadowing opportunities with PAC.
4. Transcripts- Verify 100% of all students complete the required number of hours of each semester (Fall 2018 & Spring 2019) by reviewing unofficial student transcripts.

Third-Quarter Benchmark:

Third Quarter Progress toward obtaining the intended goals are as follows:

1. Course Performance: 100% of all students will maintain a 3.0 grade point average (on a 4.0 scale) for all completed coursework (Tentative classes include: ELCS 6320, ELCS 6330, and ELCS 6393).
2. PAC Observation: Using the Field Supervisor Protocol, 100% of all students will make proficient progress toward mastery of the selected Texas Principal Standards.
3. Attendance Reconciling: Verify 100% of all students attend job shadowing opportunities with PAC.
4. Transcripts- Verify 100% of all students complete the required number of hours of each semester (Fall 2018 & Spring 2019) by reviewing unofficial student transcripts.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

The project evaluation includes performance reviews conducted at the resident, course, residency, and certification/degree program levels. Five (5) supports are enacted immediately if our benchmarks or summative SMART goals do not show progress. The following descriptions indicate how we will utilize evaluation data to modify our program for sustainability.

1. Student Level: When students grade point average in a course falls below 3.0 (on a 4.0 scale), the University of Houston professor of record in communication with the UH Program Director of the M. Ed. In Administration and Supervision shall meet with the student to determine and implement immediate supports and interventions to ensure mastery. Professors are provided with Principal Standards Survey results so that adjustments can be made at the individual and course level to increase student mastery of specific standards.
2. Course Level: Course content and emphasis of standards is adjusted based on students' performance on evaluation measure benchmarks. This includes adjusting the emphasis of standards covered in the course and residency program as well as the inclusion of additional content to ensure student mastery of course and students standards.
3. Student Observation Level: Based on the student's performance on evaluation measure benchmarks, the level of support provided by the professor of record and PAC during the observation phase will be increased and observation program activities will be adjusted to ensure resident success in the mastery of the Texas Principals Standards.
4. Certification/Degree Level: Student progress toward mastery of the Texas principal Standards, as measured by the evaluation measures will be used to evaluate and adjust courses offerings and course sequencing, student components, and structure and levels of support provided by the IHE certification/degree program director, professor of record, and PAC's.
5. Attendance and Mastery: Students defaulting in certificates of conference attendance, absence confirmations, and/or end of course transcripts requirements shall meet with the professor of record in communication with the PAC to develop an Action Improvement Plan to ensure course mastery. Students not meeting requirements may forfeit reimbursements.

Statutory/Program Requirements

1. The LEA must provide sustained and rigorous clinical learning in an authentic school setting and substantial leadership responsibilities such as the ability to address and resolve a significant problem/challenge in the school that influences practice and student learning; the skills needed to establish and support effective and continuous professional development with assigned teaching staff; and the ability to facilitate stakeholders' efforts to build a collaborative team within the school to improve instructional practice, student achievement, and the school culture.

The Fort Bend ISD observation and job shadowing program provides selected residents with rigorous and sustained clinical experiences in authentic school settings through a partnership with the University of Houston's M.Ed. Administration and Supervision degree program. Working closely with the Fort Bend ISD, UH course instructors provide evidenced-based coursework aligned with the Texas standards for school administrators and the ELCC Educational Leadership Standards. Course assignments connect educational research and theory to hands-on learning experiences in the school setting.

In addition to the course instructor, each resident is assigned a mentor principal, known as a PAC, who provides onsite coaching, mentoring, and support. The PAC meets with each resident four times during the year and completes a minimum of three evaluations per year. Each evaluation follows a strict protocol which includes a pre-conference to identify which standards will be observed during an observation, a 45-minute on-site observation of a substantial leadership activity, followed by a post-conference to provide direct feedback to the resident.

PAC's and course instructors collaborate to ensure students obtain an understanding of the Texas standards for school administrators and provide feedback on the student's development in the standards. PAC's listen to student's concerns, promote self-reflection, and assist the student in developing the relationships necessary for building a culture of collaboration in the school setting. On-going support from an effective PAC ensures that each student is exposed to substantial and sustained leadership opportunities which include, among others, the following requirements:

- Identify, address, and resolve a significant problem or challenge that influences practice to improve student learning,
- Develop and facilitate continuous professional development with assigned teaching staff, and
- Build a collaborative team within a school to improve instructional practice or improve school culture.

Statutory/Program Requirements (Cont.)

2. The LEA must ensure that there is a systematic and informed targeted recruitment and selection process utilizing demonstrated criteria such as track record of measurable student achievement, evaluations/appraisals, interpersonal leadership, response to observations and feedback, and growth mindset to ensure quality of future principal pool. Plan for consideration of the following in LEA recruitment and selection strategy: degree to which the diversity of the residents mirrors that of the student population.

Fort Bend ISD will establish a recommendation protocol for use by school and district administrators in order to identify program candidates that have 1) a demonstrated track record of measurable student achievement, 2) received positive evaluation appraisals for two or more years, 3) demonstrated strong interpersonal leadership in their school or district, 4) responded positively to administrator observation and feedback, and 5) demonstrate a growth mindset both in their own professional development and in for the academic success of all students.

Candidates will be encouraged to then apply for acceptance in the M.Ed. in Administration and Supervision program of the University of Houston. From IHE enrolled principal preparation candidates, Fort Bend ISD will select ten residents to participate in the residency program based on the following criteria:

- 1) a demonstrated track record of measurable student achievement,
- 2) received positive evaluation appraisals for two or more years,
- 3) demonstrated strong interpersonal leadership in their school or district,
- 4) responded positively to administrator observation and feedback, and
- 5) demonstrated a growth mindset both in their own professional development and in for the academic success of all students.

Finally, based on the diversity of all applicants, the diversity of the ten selected residents for the Fort Bend ISD/UH Cohort Experience will closely align to that of the student population.

3. The LEA must provide the name of the institution of higher education (IHE) or educator preparation program (EPP) providing principal preparation; the IHE's or EPP's scope and sequence that includes topics such as student culture routines, data-driven instruction, observation and feedback, team effectiveness, personal leadership, change management, and delivering effective professional development; and the IHE's or EPP's required reading and textbooks.

The Department of Educational Leadership and Policy Studies at the University of Houston has responded to the significant amount of research evidence that indicates that quality principals lead quality schools and achieve higher student performance. As a Department, the work of developing a rigorous course sequence (see Attachment 1, Scope and Sequence), including sustained and rigorous clinical experiences in authentic school settings, was a priority. The redesign of internship/residency experiences included collaboration with district partners, university faculty, and student alumni. The goal of this partnership is to transition student interns from leadership in a single classroom, to leadership of effective school teams, and eventually to lead the organization of an entire school community.

Course content is closely aligned with The Texas Principal Standards and the Educational Leadership Constituencies Council (ELCC) standards for school leadership (see Attachment 1, Scope and Sequence). All state and national standards are covered during the program course delivery. For example, in ELCS 6302, Data Driven Decision Making for School Leaders, students identify, address, and resolve a significant problem or challenge that influences practice in order to improve student learning. During ELCS 6320, Instructional Supervision, students develop school culture routines and ensure data-driven instruction. Students develop personal leadership skills and practice skills related to developing effective professional development and managing and leading change in ELCS 6301, Leadership for Equity in Diverse Schools. During the Practicum course, ELCS 6393, students are provided substantial leadership responsibilities in areas such as delivering effective professional development, leading effective school teams, and observing and providing effective feedback to instructional staff.

Internship/residency experiences with instruction, mentoring, and coaching provided by a course instructor and PAC are provided during three specific courses: ELCS 6320, Instructional Supervision; ELCS 6330 Finance and School Based Budgeting; and ELCS 6393 Practicum (see Attachment 2, Course Syllabi & Required Textbooks).

Statutory/Program Requirements (Cont.)

4. The LEA must provide the IHE's or EPP's candidate evaluation process and metrics; IHE's or EPP's instructional coaching protocols such as the tools used during observations to identify the highest leverage action steps for the principal resident and the protocol the IHE or EPP uses to conduct feedback sessions.

Student evaluation process and metrics include student course performance, student response to a principal standards survey, and PAC observation.

Course Performance: Each student must maintain a 3.0 grade point average (on a 4.0 scale) for all completed coursework, including observation requirements. Grades are monitored during each semester by the course instructor and interventions are provided to support improved student performance.

PAC Observation: Using the Field Supervisor Protocol during each quarter of the principal preparation program, students are expected to make sufficient progress toward mastery of the selected Texas Principal Standards. All PAC's must complete the required state training for coaching and mentoring. Course instructors and PAC's provide additional coaching and mentoring for students needing additional opportunities to demonstrate specific leadership skills. At the conclusion of each semester, the students' PAC must complete an evaluation of the students' ability to successfully complete principal program components. PAC evaluations are used to identify areas of needed leadership development for each resident. Course instructors, and PAC's will collaborate to develop interventions for residents needing additional leadership development in specific areas.

During each quarter of the observation program, the PAC uses a strict instructional coaching protocol which includes a pre-conference to identify which high leverage standards/leadership skills will be observed during an observation, a 45-minute on-site observation of a substantial leadership activity, and a post-conference to provide direct feedback to the resident. The instructional coaching protocol will include: 1.) Understanding of self and others to adapt behavior and connect to others 2.) Using questions to guide a conversation 3.) Evaluating and calibrating on student products 4.) Evaluating and calibrating on classroom observations and providing feedback, and 5.) Utilizing data to guide instruction.

Statutory/Program Assurances

☒ The LEA must assure that the principal preparation residency is at least one year in length.

The LEA must assure that partner IHE/EPP provides residents with certification; evidence-based coursework; opportunities ☒ to practice and be evaluated in a school setting; and in-person and on-site coaching and evaluation with a minimum of three visits per year.

☒ The LEA must assure that residents do not hold a principal certification in the state of Texas.

☒ The LEA must assure that resident will receive ongoing support from an effective mentor principal or school leader who ensures the resident is exposed to substantial leadership opportunities.

☒ The LEA must assure that all participating residents, mentor principals, and an EPP representative managing resident's on-site coaching will be present at TEA Principal Preparation Summer Institute on or around June 6-8, 2018.

Total number of principal residents to be served (maximum 10 per LEA)

CDN or Vendor ID

Request for Grant Funds

List all the allowable grant-related activities and other costs for which you are requesting to expend grant funds, along with the amount of grant funds you are requesting for each. The maximum grant amount you are awarded will not exceed the total you request. Before funds are awarded, you will be required to budget your planned expenditures by class/object code. In the list, group similar activities and costs, keeping salaries, contracts, computers, and other related expenses together.

Description of Activity or Cost	Amount Budgeted
1. Tuition Reimbursement for 10 participants (per student per semester- Fall 2018 & Spring 2019)	60,000
2. Three (3) additional Principal Advisor & Coaches (PACs')	6,000
3. TEA Mandatory Conference (Travel, Lodging) - June 6-8	15,000
4. Substitute Reimbursement (3 times per year)	2,850
5. Insight Training and Coaching Toolbox	6,000
6. Supplies and materials (textbooks and other supplies)	5,000
7. Instructional Coaching Program Development	4,000
8. Professional and contracted services (coaching, course evaluation/metrics, and curriculum asst.)	31,000
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Total grant award requested

IHE/EPP Scope and Sequence

ACADEMIC & ADMINISTRATIVE BENCHMARKS

The University of Houston M.Ed. in Administration and Supervision is designed to be completed in one year. Specifically, students will take thirty (30) credit hours of coursework across three (3) semesters to complete the degree.

Sample Master Course Calendar

Time to Completion	Semester 1	Semester 2	Semester 3
Semester Benchmarks	1) Orientation 2) Certification Application 3) Program of Study	1) Approval for State Exam	1) Verification of Internship Hours 2) Principal Exam
12 Months	<p>ELCS 6301 (3 hrs) Leadership for Equity in Diverse Schools</p> <p>ELCS 6320 (3 hrs) Instructional Supervision (40 Internship Hours)</p> <p>ELCS 6304 (3 hrs) Law & Policy for School Leaders</p> <p>CUIN 6198 (1 hr) Saturday Seminar</p>	<p>ELCS 6330 (3 hrs) Finance and School-Based Budgeting (40 Internship Hours)</p> <p>CUST 6370 (3 hrs) Research for Educational Leaders</p> <p>ELCS 6350 (3 hrs) School Leadership</p> <p>CUIN 6198 (1 hr) Saturday Seminar</p>	<p>ELCS 6302 (3 hrs) Data-Informed Decision Making for School Leaders</p> <p>ELCS 6310 (3 hrs) Strategic Engagement of School/Community Leaders</p> <p>ELCS 6393 (3 hrs) Practicum (80 Internship Hours)</p> <p>CUIN 6198 (1 hr) Saturday Seminar</p>
Hours	10 Hours	10 Hours	10 Hours

Since degree plans are enhanced periodically to support continuous improvement planning objects, students will follow their approved degree plan that is in place at the time in which they complete an official, approved degree plan.

IHE/EPP Instructional Coaching Protocols

Instructional Coaching Protocol

Coaching will be site-based and provide job-embedded professional learning that is differentiated to meet the needs of each resident. The practice of building instructional practice through coaching involves the resident and the UH Field Supervisor, mentor principal and coach collaborating on the development of planned learning experiences that will cover learner outcomes. A sample of protocols are presented below.

1. Understanding of self and others to adapt behavior and connect to others through Insights Discovery.
 - a. Insight Discovery Debrief (See http://www.eunis.org/eunis2015/wp-content/uploads/sites/3/2015/04/JohnSample_English.pdf for a sample
 - b. Values Sort Tool Protocol - <http://www.pztools.org/valuesort/>
 - c. Zones of Comfort, Risk and Danger: Constructing Your Zone Map Protocol http://www.nsrharmony.org/system/files/protocols/zones_of_comfort_0.pdf
2. Using questions to guide the coaching conversation.
 - a. Communication requires two basic skills: the ability to listen and the ability to ask questions : Listening and Questioning effectively [Checklist Listening Protocol.pdf](#)
 - b. Passing on Good Advice Protocol: [Passing on Good Advice Protocol](#)
 - c. [Coaching Questions Protocol](#)
3. Methods for learning from student work: See the following ASCD Turning, Protocol, Rounds and Collaborative Assessment Center: <http://www.ascd.org/publications/Protocols-for-Examining-Student-Work.aspx>
 - a. Building in the habit of looking at equity: [Looking at student work - equity lens](#)
 - b. Looking at Patterns in Student Work: [Looking at patterns in student work](#)
 - c. Methods for Learning From Student Work Protocols: [Methods for learning from student work](#)
4. Classroom observations – We will use ISD embedded protocols and the following:
 - a. Learning-focused coaching protocol: [Learning-Focused-Coaching-Protocol.pdf](#)
5. Action Research – Improving instructional practice: [Action Research Protocol](#)
6. Making Sense of Data - Collaborative review of data and analysis: [ATLAS Data Protocol](#)

IHE/EPP Course Syllabus

Course Name: ELCS 6302
Data-Informed Decision Making for School Leaders

Instructor: Dr. Keith A. Butcher, Ed.D.
Office Room Number: UH Farish Hall, Room 112K
Office Hours: Arranged
Cell Phone: 304-880-6827
Office Phone: 713.743.9599
Email: kbutche2@CENTRAL.uh.edu

Class Sections	Days and Times	Room	Instructional Mode
ELCS 6302 -1	Tuesdays 5:30 pm – 8:30 pm	FH 218	Hybrid

Course Description:

This course introduces administrators to the process of data- driven decision making with a concentrated application that increases student learning and achievement. Utilizing an Urban research environment, data - driven decision-making practices will directly affect the school improvement planning process and instructional delivery of curriculum. In this course, various research methods will be introduced to assist building leadership to frame data-based questions, design action studies and interpret data. This course will introduce PAR, Participatory Action Research that provides an integration of data collection and the methodology of presenting research that will ultimately enhance leadership performance.

Learning Objectives/Outcomes:

Upon completion of this course, students will be able to:

1. Understand the five major foundations of data-driven decision making: baseline data, measurable instructional goals, frequent formative assessments, PLC's focused interventions;
2. Understand and engage in the Participatory Research Model;
3. Utilize real world information to take action concerning instruction and administrative practices; and
4. Ensure the elements of Participatory Action Research inclusive of logic, purpose, and ethics while conducting research.

Critical Standards Project:

The student will identify a relevant research question for a specific school and complete an action research project that provides possible solutions for decision making.

Texas Administrative Code

Principal's Certificate Standards

The principal:

- (b)(1) ensures that a positive, collaborative, and collegial school culture facilitates and enhances the implementation of campus initiatives and the achievement of campus goals;
- (b)(2) uses emerging issues, recent research, demographic data, knowledge of systems, campus climate inventories, student learning data, and other information to collaboratively develop a shared campus vision;
- (b)(3) facilitates the collaborative development of a plan in which objectives and strategies to implement the campus vision are clearly articulated;
- (c)(1) creates a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff;
- (c)(2) prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research;
- (c)(3) routinely monitors and improves instruction by visiting classrooms, engaging in formative, evidence-based appraisal processes and conferences with teachers, and attending grade or team meetings;

NOTE: Information contained in this class syllabus is subject to change without notice. Students are expected to be aware of any additional course policies presented by the instructor during the course.

- (c)(4) facilitates the use of sound research-based practice in the development and implementation of campus curricular, co-curricular, and extracurricular programs to fulfill academic, developmental, social, and cultural needs;
- (c)(5) facilitates campus participation in collaborative school district planning, implementation, monitoring, and curriculum revision to ensure appropriate scope, sequence, content, and alignment;
- (c)(6) implements a rigorous curriculum aligned with state standards, including college and career readiness standards;
- (c)(7) analyzes the curriculum to ensure that teachers align content across grades and that curricular scopes and sequences meet the particular needs of their diverse student populations;
- (c)(8) monitors and ensures staff uses multiple forms of student data to inform instruction and intervention decisions to maximize instructional effectiveness and student achievement;
- (c)(9) ensures that effective instruction maximizes growth of individual students and student groups, supports equity, and eliminates the achievement gap;
- (c)(10) ensures staff have the capacity and time to collaboratively and individually use classroom formative and summative assessment data to inform effective instructional practices and interventions;
- (c)(11) facilitates the use and integration of technology, telecommunications, and information systems that enhance learning;
- (d)(1) invests and manages time to prioritize the development, support, and supervision of the staff to enhance student outcomes;
- (d)(2) ensures all staff have clear expectations that guide them and by which they are assessed, including the use of and familiarity with evidence-based appraisal rubrics, where applicable; and
- (d)(3) uses data from multiple points of the year to complete accurate appraisals of all staff, using evidence from regular observations, student data, and other sources to evaluate the effectiveness of teachers and staff.

Communication Guidelines and Feedback:

1. Turn cell phones off or place them on silent mode while you are in class. If you need to use your cell phone and/or text, please leave the room and return when you are finished.
2. A majority of this class time will involve collaboration and group discussions; however, all submitted assignments must be your original work. Please review the University of Houston's academic honesty policy at <http://publications.uh.edu/content.php?catoid=22&navoid=6240>
3. Late papers will not be accepted for full consideration unless prior arrangements have been made with the facilitator. Unauthorized late assignments will have receive deductions from the total score.
4. Effective communication is a critical component of the program. Therefore, all written communication is expected to reflect graduate scholarship (APA 6th edition), including correct punctuation and grammar.
5. Differing opinions and practices strengthen this course and are conducive to critical thinking; please be respectful of others' beliefs, statements, and feedback.
6. Students will attend all classes and be prepared to begin promptly at the assigned starting time. Arriving late is a disruption to the class. Please let the facilitator know no later than 12:00 PM of the class day if you are unable to attend class or will be late to class.
7. Course grades and feedback will be provided in a timely manner through Blackboard @.

All technical error reports must include screenshot proof attached to an email message. Students are encourage to start assignments early to help reduce last minute technical issues.

PC/Windows tutorial: <http://www.wikihow.com/Take-a-Screenshot-in-Microsoft-Windows>

MAC/Apple tutorial: <http://www.wikihow.com/Take-a-Screenshot-in-Mac-OS-X>.

Materials / Required Readings:

NOTE: Information contained in this class syllabus is subject to change without notice. Students are expected to be aware of any additional course policies presented by the instructor during the course.

1. James, E., Milenkiewicz, M., & Bucknam, A. (2008). *Participatory action research for educational leadership. Using data-driven decision making to improve schools*. Thousand Oaks, CA: Sage. ISBN: 978-1-4129-3777-1

Technology Requirements:

This hybrid course uses a learning management system called Blackboard to post assignment details, announcements, and provide collaborative opportunities. This course is best viewed through the use of a full desktop or laptop computer. The use of mobile devices may prevent course materials to not display or work properly. Below are the minimum technology requirements to be successful in this course:

- Supported operating system (e.g. Windows/PC or Apple/MAC computer)
- USB Flash Drive (at least 1 GIG)
- Stable internet connection (ethernet connection preferred over wireless)
- CougarNet Login credentials <http://accessuh.uh.edu>
- Email account (UH alias or personal)
- Microsoft Office 2007 or later
- Adobe PDF Reader <http://get.adobe.com/reader/>
- Two supported internet browsers (e.g. Mozilla Firefox, Google Chrome)
- Pop-up blockers disabled for trusted sites (e.g UH, Blackboard)
- Cookies enabled for trusted sites (e.g UH, Blackboard)
- Java plug-in <http://www.java.com/en/download/installed.jsp>

Support Services:

Student assistance for Blackboard can be found by visiting <http://www.uh.edu/blackboard/help/>, calling 713-743-1411, or emailing support@uh.edu. If you cannot purchase or download the suggested software programs, utilize the CITE computer lab for available computers (<http://www.coe.uh.edu/cite>). CITE is located on the third floor of Farish Hall in the suite 300N rooms. Software or hardware can be purchased at the UH Bookstore or UH CougarByte Discount website (<http://www.cougarbyte.com/>). Additional UH computer labs are available all over campus. Learn more by visiting <http://www.uh.edu/infotech/services/facilities-equipment/comp-labs/>

Technology Competencies/Skills:

Students enrolled in the course must be prepared to perform the basic tasks below.

1. Send and receive email;
2. Attach files to an email message;
3. Locate system information (e.g. browser version, operating system, etc) for trouble shooting;
4. Recognize, use, and create hyperlinks;
5. Use of basic Microsoft Office programs;
6. Download and install software (including utilities, plug-ins, and/or apps);
7. Copy and paste text using a computer;
8. Scan and remove computer viruses;
9. Plug in external devices to a computer ;
10. Save files to an external device (e.g. flash drive, CD, or DVD);
11. Use an Internet search engine to locate online credible resources;
12. Post and reply to discussion forums or chat via instant messaging tool;
13. Send computer screenshot for technical assistance.

Participation/Attendance:

It is important that students attend and participate in all face-to-face classes. Missed classes will result in a make-up assignments due by December 2nd at 11:59 pm. Students are responsible for knowing and adhering

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to all university and college dates and deadlines. Such dates and deadlines include those for enrollment (registration), adding and dropping of courses, academic holidays, payment and refunds, and applying for graduation. Visit the following website for specific dates: <http://www.uh.edu/academics/catalog/academic-calendar/>

August 21:	First day of classes for the fall term
August 28:	Last day to add a class
September 6:	Last day to drop a course or withdraw without receiving a grade
October 31:	Last day to drop a course or withdraw with a "W"
November 22-25:	Thanksgiving Holiday
December 2:	Last day of classes for the fall term

In a case of emergency, it is the student's responsibility to keep posted on all official University alerts or closures by visiting: <http://www.uh.edu/emergency>.

Assignment details and points:

1. Critical Standards Project, Due Date: December 2, 2017 (300 points)

The student will identify a relevant research question for a specific school and complete a participatory action research project. On or before December 2nd at 11:59 pm, the student will submit via Blackboard a 10-12 page paper (APA Style 6th ed. with 12 point Times New Roman font) reporting and reflecting on the following steps of a participatory action research project.

- a. "Diagnose: Learning communities or teams of educators serve as participatory groups to evaluate what is currently known about a topic to be studied. They surface their assumptions about the topic and research and evaluate factors that contribute to the status quo. In addition, team members research theory and literature to understand what others have done in similar situations.
- b. Act: Based upon this research, they work individually and with their group to plan possible courses of action and ways to measure it. In all cases, their plans are conceived with the intent of moving status quo to an increased level of effectiveness.
- c. Measure: Implementation is followed by measurement as participants work to achieve student-level outcomes. They use multiple forms of measurement with which to study how their actions affected the populations they are studying.
- d. Reflect: Individual participants reflect on their process, their actions, and their outcomes both singly and as a group. During this reflection, they also brainstorm alternative situations and additional steps. PAR research includes reflection as a source of qualitative data through which they guide their process."

James, Milenkiewicz, & Bucknam (2008, p. 15)

2. Reflective Journal, Due Date: December 2, 2017 (50 points)

On or before December 2nd at 11:59 pm, the student will submit a reflective journal on the PAR process. The journal will have at minimum weekly entries based on the following steps.

"Step 1: Decide upon a place and method of recording reflective data that has a high likelihood of becoming part of your daily or weekly routine. This may be starting a file on a computer and placing a regular reminder in your calendar or diary. You may also choose to start a notebook where you can jot quick Post-It-Notes and organize them periodically. Other PAR practitioners found that keeping a journal in more than one location (at home and at school, for instance) allowed them to re-sort the notes by date when it was time to share reflections for the team analysis.

Step 2: Begin all reflective notes with the date.

Step 3: Decide what other issues you may want to regularly reflect upon:

- What have you recently learned?

- Are you satisfied with your progress?
- What challenges are you facing, and how have you overcome them?
- What do you want to do next?
- What inhibits the outcome for which you search? The outcome you are trying to achieve?
- Who might help overcome challenges?
- How is the dynamic of the participatory team working?
- What new assumptions have you uncovered?
- How will these assumptions be tested?

Step 4: Review your recent progress and write a closing sentence that sums up this stage of your PAR project.

Step 5: Record as well your conversations with your participatory team, your classmates, or your professor as you have the opportunity to discuss your progress with them.

James, Milenkiewicz, & Bucknam (2008, pp 22-23)

3. Weekly Class Assignments, Due Date as listed in the course syllabus (14 assignments @ 25 points per assignment) 350 points

Each face-to-class will include a class activity for which student will complete (25 points possible for each complete activity). Students who attend the class will not need to upload any assignment in Blackboard. (Note: you will see an assignment in Blackboard for the in-class assignments. These are so that the professor can enter a grade for each in-class activity.)

Discussion 1: Due Date 8/29 (25 points)

In the Discussion section of the course in Blackboard create your own thread, answer the following questions, and respond to two postings of other students.

1. What is one concern you have about your own school community?
2. What process would you use to address this issue?
3. How would you gather data to measure the problem and your solutions to it?
4. How would you keep track of your process and outcomes?

Discussion 2: Due Date 9/12 (25 points)

In the Discussion section of the course in Blackboard create your own thread, answer the following questions, and respond to two postings of other students.

1. To what extent do you feel comfortable with quantitative and qualitative data collection?
2. As an educator, how do you use both types of data in your work?
3. Do you prefer learning from numbers (statistics) or learning from people? Why do you think this is so?

Discussion 3: Due Date 9/26 (25 points)

In the Discussion section of the course in Blackboard create your own thread, answer the following questions, and respond to two postings of other students.

1. To what standard do you measure the credibility of statements made by others?
2. What evidence would show you that an educational practice could reliably transfer to your school setting?

Assignment 1: Due Date 10/10 (25 points)

In the assignment section of the course, upload to Blackboard a 1-2 page paper that includes the following information:

Analyzing Force Fields and Defensive Barriers

1. List the forces that work for change in the situation under study by the PAR group and those who work against it.

2. Brainstorm other data, communications systems, or actions that can be added to create a tipping point that propels change to occur.
3. List the major stakeholders, including yourself.
4. Reflect on the areas of action or change in personal and institutional behaviors that are likely to cause defensive behaviors.
5. List possible underlying motivations and ideas for education that can be enlisted to ease defensive behaviors.

Discussion 4: Due Date 10/24 (25 points)

In the Discussion section of the course in Blackboard create your own thread, answer the following questions, and respond to two postings of other students.

1. Would you describe yourself as a person of thoughts, a person of actions, or both?
2. What personal characteristics do you think contribute to your analysis?

Assignment 2: Due Date 11/7 (25 points)

The following website contains examples of exemplary action research projects. Select one action research project and write a one-page reflection of the project. Add your own reflections on the process used and lessons learned.

<https://gse.gmu.edu/research/lmtip/arp/ex>

Discussion 5: Due Date 11/28 (25 points)

In the Discussion section of the course in Blackboard create your own thread, answer the following questions, and respond to two postings of other students.

1. What did you learn most during your PAR study?
2. What steps or actions went well during your PAR study?
3. What would you have done differently and why?

Assignments are expected to be turned into Blackboard by the assigned due date. Technology failures will not be accepted as reason for missed assignment due dates. Therefore, do not leave anything to the last minute. Back up files frequently and in various locations so work is not lost. It is the student's responsibility to identify alternative ways to complete or submit an assignment. For example, if the Blackboard Learn system is offline consider emailing the assignment before the due date. Students are required to follow all UH deadlines: <http://www.uh.edu/academics/catalog/academic-calendar/>

Assessment details and points:

1. Critical Standards Project, Due Date: December 2, 2017 (300 points)
2. Reflective Journal, Due Date: December 2, 2017 (50 points)
3. Weekly Class Assignments, Due Date as listed in the course syllabus (14 assignments @ 25 points per assignment) 350 points

Weekly Schedule:

NOTE: Information contained in this class syllabus is subject to change without notice. Students are expected to be aware of any additional course policies presented by the instructor during the course.

Week	Date Range	To Do List	Due Date @ 11:59 PM	Points
1	8/22	Face-to-Face Class Read article posted online: <i>Data Driven Decision Making: A Powerful Tool for School Improvement</i> In class activity	8/22	25
2	8/29	On Line Class Read <i>Participatory Action Research for Educational Leadership</i> , Chapter 1 Online Discussion 1	8/29	25
3	9/5	Face-to-Face Class Read <i>Participatory Action Research for Educational Leadership</i> , Chapter 2 In class activity	9/5	25
4	9/12	On Line Class Read <i>Participatory Action Research for Educational Leadership</i> , Chapter 3 Online Discussion 2	9/12	25
5	9/19	Face-to-Face Class Class Introduction/ Course Syllabus Read <i>Participatory Action Research for Educational Leadership</i> , Chapter 4 In class activity	9/19	25
6	9/26	On Line Class Read <i>Participatory Action Research for Educational Leadership</i> , Chapter 5 Online Discussion 3	9/26	25
7	10/3	Face-to-Face Class Read <i>Participatory Action Research for Educational Leadership</i> , Chapter 6 In class activity	10/3	25
8	10/10	On Line Class Read <i>Participatory Action Research for Educational Leadership</i> , Chapter 7 Online Assignment 1	10/10	25
9	10/17	Face-to-Face Class Read <i>Participatory Action Research for Educational Leadership</i> , Chapter 8 In class activity	10/17	25
10	10/24	On Line Class Read <i>Participatory Action Research for Educational Leadership</i> , Chapter 9 Online Discussion 4	10/24	25
11	10/31	Face-to-Face Class Read <i>Participatory Action Research for Educational Leadership</i> , Chapter 10 In class activity	10/31	25

NOTE: Information contained in this class syllabus is subject to change without notice. Students are expected to be aware of any additional course policies presented by the instructor during the course.

12	11/7	On Line Class Read <i>Participatory Action Research for Educational Leadership</i> , Chapter 11 Online Assignment 2	11/7	25
13	11/14	Face-to-Face Class Student Presentations: Students will give a 10 minute "poster talk" summarizing their PAR project. No technology or graphic representations are required.	11/14	25
14	11/28	On Line Class Read information posted online Online Discussion 5	11/28	25
15	12/2	Critical Standards Project	12/2	300
16	12/2	Reflective Journal	12/2	50
			TOTAL POINTS	=700

Evaluation:

The following ranges will be used to determine your grade for the semester. Your final grade will be calculated from the points earned on each assignment/demonstration.

Point Range	Grade	Description
674-700	A	Excellent, superior achievement
649-673	A-	
623-648	B+	
598-622	B	Good, exceeding all requirements
572-597	B-	
547-571	C+	
521-546	C	Average, satisfactorily meeting all requirements
496-520	C-	
470-495	D+	
445-469	D	Poor, unsatisfactory
419-444	D-	
0-418	F	Failing or withdrawal while doing failing work
	I	Incomplete

This course follows all UH grade regulations, policies, and standards as stated in the student handbook. Review the catalog for conditions under which an incomplete may be granted.

<http://www.uh.edu/dos/studenthandbook/> and

<http://catalog.uh.edu/content.php?catoid=6&navoid=1077>

Academic Honesty:

Plagiarism or cheating will not be tolerated. Notification to all concerned parties will be made immediately.

<http://catalog.uh.edu/content.php?catoid=6&navoid=1025>

Accommodating Students:

In accordance with 504/ADA guidelines, reasonable academic accommodations will be provided to students who request and require them. Please call 713-743-5400 (<http://www.uh.edu/csd/>) for more assistance.

Counseling and Psychological Services:

Counseling and Psychological Services (CAPS) can help students who are having difficulties managing stress, adjusting to the demands of a professional program, or feeling sad and hopeless. You can reach CAPS (www.uh.edu/caps) by calling 713-743-5454 during and after business hours for routine appointments or if you or someone you know is in crisis. No appointment is necessary for the "Let's Talk" program, a drop-in consultation service at convenient locations and hours around campus.

http://www.uh.edu/caps/outreach/lets_talk.html

Student Responsibility:

A responsible student is a successful student. At the University of Houston, students are expected to conduct themselves in a mature and responsible manner, respect the opinions, rights, and personal property of others, and meet their financial obligations. Students are responsible for seeking help and guidance from all of the resources that the university makes available to them. They are expected to be proactive and remain informed about university dates and deadlines, and understand academic and disciplinary policies. They are responsible for communication with their professors, advisors, and university staff, and the commitment to being organized and prepared to learn. Above all, our students are expected to strive for honesty and academic integrity throughout their period of study at the University of Houston.

<http://catalog.uh.edu/content.php?catoid=6&navoid=1082>

Online Student Etiquette:

This course may host synchronous online meetings. During those meetings consider the following:

- **Keep chats on topic.** Avoid inappropriate conversations that may distract others from the course topic or objective.
- **Avoid strong/loud language. Be polite.** Language can easily be misinterpreted in written communication. Before sending an email or chat message make sure it clearly conveys the intended feeling.
- **Use emoticons to express feelings.** Nonverbal cues can reinforce the feeling of a message. Use sparingly. :-)
- **Respect privacy of peers.** Do not post someone's personal information online without their expressed permission.
- **Use appropriate dress code on camera.** During a video conference dress as if attending a face-to-face class. Avoid offensive clothing.
- **Be mindful of background noise and scene/location.** Take advantage of quiet areas to avoid distractions to fellow classmates. Avoid offensive décor or noise.
- **Be helpful.** Assist fellow classmates in understanding course materials.

Course Name: ELCS 6330
Finance and School-Based Budgeting

Instructor: Dr. Bobby Martinez
Office Room Number: Conference Room 502 A
Office Hours: TBD
Phone: 281-757-3014
Email: rmartinez40@uh.edu

Class Sections	Days and Times	Room	Instructional Mode
Session 1	June 7	Conference Room 502 A	Face to Face
Session 2	June 14	N/A	Online
Session 3	June 21	Boardroom	Face to Face
Session 4	June 28	Conference Room 502 A	Face to Face
Session 5	July 5	Conference Room 502 A	Face to Face
Session 6	July 12	N/A	Online
Session 7	July 19	Conference Room 502 A	Face to Face
Session 8	July 26	N/A	Online
Session 9	August 2	Conference Room 502 A	Face to Face

Course Description:

The major objective of this course is to teach the fundamental concepts of American school finance for public schools and school districts. This course includes theory and practices of business management, internal accounting procedures, and Texas public school finance.

Learning Objectives/Outcomes:

Upon completion of this course, students will be able to:

1. Identify, analyze, and administer the major sources of school fiscal and other resources;
2. Acquire and administer material and financial assets for school and/or district programs, including the allocation of resources according to identified school and/or district priorities;
3. Develop and implement a budget planning process aligned with school and/or district priorities and which includes school system stakeholders;
4. Perform the school and/or district functions for financial planning, monitoring, and accounting, for the receipt and expenditure of school and/or district fiscal resources; and
5. Manage and utilize capital goods and services; including property and plant management, technology, equipment, transportation and food services.

Critical Standards Project:

Given specific enrollment numbers and student outcome data for a specific elementary, middle, or high school, the student will develop a school budget to include at a minimum, employee salary and benefits, curriculum and related materials, general operating expenses, and professional learning with a focus on ensuring social justice, equity, and academic scholarship.

Texas Administrative Code

NOTE: Information contained in this class syllabus is subject to change without notice. Students are expected to be aware of any additional course policies presented by the instructor during the course.

Principal's Certificate Standards

The principal:

- (b)(4) supports the implementation of the campus vision by aligning financial, human, and material resources;
- (d)(9) implements effective, legal, and appropriate strategies for the recruitment, selection, assignment, and induction of campus staff;
- (e)(6) demonstrates awareness of social and economic issues that exist within the school and community that could impact campus operations and student learning;
- (e)(7) gathers and organizes information from a variety of sources for use in creative and effective campus decision making;
- (f)(3) allocates resources effectively (e.g., staff time, dollars, and tools), aligning them to the school priorities and goals, and works to access additional resources as needed to support learning;
- (f)(7) applies local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs;
- (f)(8) collaboratively plans and effectively manages the campus budget;
- (f)(9) uses technology to enhance school management;
- (f)(10) facilitates the effective coordination of campus curricular, co-curricular, and extracurricular programs in relation to each other and other school district programs;
- (f)(11) collaborates with district staff to implement district policies and advocates for the needs of district students and staff;
- (g)(1) implements policies and procedures that encourage all campus personnel to comply with Chapter 247 of this title (relating to Educators' Code of Ethics); and
- (g)(2) models and promotes the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors.

Communication Guidelines and Feedback:

1. A portion of this class will involve online coursework/discussions. All online posts and completed assignments must be the student's own work. Please review the University of Houston's academic honesty policy for additional information.
2. Late assignments will not be accepted for full consideration unless prior arrangements have been made with the instructor. Unauthorized late assignments will have deductions from the total possible percentage points listed in the syllabus.
3. Effective communication is a critical component of the program. Therefore, all written communication is expected to reflect graduate scholarship (APA 6th edition), including correct punctuation and grammar.
4. Differing opinions and practices strengthen this course and are conducive to critical thinking; please be respectful of others' beliefs, statements, and feedback.
5. Course grades and feedback will be provided in a timely manner through to the student and updated in Blackboard.
6. All technical error reports must include screenshot proof attached to an email message. Students are encouraged to start assignments early to help reduce last minute technical issues.

PC/Windows tutorial: <http://www.wikihow.com/Take-a-Screenshot-in-Microsoft-Windows>

MAC/Apple tutorial: <http://www.wikihow.com/Take-a-Screenshot-in-Mac-OS-X>.

Materials / Required Readings:

Required Text – *"The Principal's Guide to School Budgeting"* – 2nd Edition (2013). Sorenson, Richard & Goldsmith, Lloyd Milton.

All additional texts/readings will be provided to students and/or placed on Blackboard for student access.

Technology Requirements:

This face-to-face course uses a learning management system called Blackboard to post assignment details, announcements, and provide collaborative opportunities. This course is best viewed through the use of a full desktop or laptop computer. The use of mobile devices may prevent course materials to not display or work properly. Below are the minimum technology requirements to be successful in this course:

- Supported operating system (e.g. Windows/PC or Apple/MAC computer)
- USB Flash Drive (at least 1 GIG)
- Stable internet connection (ethernet connection preferred over wireless)
- CougarNet Login credentials <http://accessuh.uh.edu>
- Email account (UH alias or personal)
- Microsoft Office 2007 or later
- Adobe PDF Reader <http://get.adobe.com/reader/>
- Two supported internet browsers (e.g. Mozilla Firefox, Google Chrome)
- Pop-up blockers disabled for trusted sites (e.g UH, Blackboard)
- Cookies enabled for trusted sites (e.g UH, Blackboard)
- Java plug-in <http://www.java.com/en/download/installed.jsp>

Support Services:

Student assistance for Blackboard can be found by visiting <http://www.uh.edu/blackboard/help/>, calling 713-743-1411, or emailing support@uh.edu. If you cannot purchase or download the suggested software programs, utilize the CITE computer lab for available computers (<http://www.coe.uh.edu/cite>). CITE is located on the third floor of Farish Hall in the suite 300N rooms. Software or hardware can be purchased at the UH Bookstore or UH CougarByte Discount website (<http://www.cougarbyte.com/>). Additional UH computer labs are available all over campus. Learn more by visiting <http://www.uh.edu/infotech/services/facilities-equipment/comp-labs/>

Technology Competencies/Skills:

Students enrolled in the course must be prepared to perform the basic tasks below.

1. Send and receive email;
2. Attach files to an email message;
3. Locate system information (e.g. browser version, operating system, etc) for trouble shooting;
4. Recognize, use, and create hyperlinks;
5. Use of basic Microsoft Office programs;
6. Download and install software (including utilities, plug-ins, and/or apps);
7. Copy and paste text using a computer;
8. Scan and remove computer viruses;

NOTE: Information contained in this class syllabus is subject to change without notice. Students are expected to be aware of any additional course policies presented by the instructor during the course.

9. Plug in external devices to a computer ;
10. Save files to an external device (e.g. flash drive, CD, or DVD);
11. Use an Internet search engine to locate online credible resources;
12. Post and reply to discussion forums or chat via instant messaging tool;
13. Send computer screenshot for technical assistance.

Participation/Attendance:

It is critical for students to be present and participate during face-to-face and online class meetings. *Student participation and attendance account for 10% of the final average.* Failure to attend required class meetings may result in points taken off the final average.

Students are responsible for knowing and adhering to all university and college dates and deadlines. Such dates and deadlines include those for enrollment (registration), adding and dropping of courses, academic holidays, payment and refunds, and applying for graduation. Visit the following website for specific dates:

<http://www.uh.edu/academics/catalog/academic-calendar/>

In a case of emergency, it is the student's responsibility to keep posted on all official University alerts or closures by visiting: <http://www.uh.edu/emergency>.

Assignment details and points:

Assignments are expected to be submitted and/or turned into Blackboard by the assigned due date. Technology failures will not be accepted as reason for missed assignment due dates. Therefore, do not leave anything to the last minute. Back up files frequently and in various locations so work is not lost. It is the student's responsibility to identify alternative ways to complete or submit an assignment. For example, if the Blackboard Learn system is offline consider emailing the assignment before the due date. Students are required to follow all UH deadlines: <http://www.uh.edu/academics/catalog/academic-calendar/>

Participation/Attendance – 10%

Article Analysis – 10%

Blackboard Assignments – 30%

- HW Analysis 1 – 10%
- HW Analysis 2 – 10%
- HW Analysis 3 – 10%

Final Exam – 25%

Critical Standards Project – 25%

Weekly Schedule:

The weekly schedule is a general guide for the course sequence. Any changes in the schedule will be communicated to students in a timely fashion.

Week	Date Range		Due Date @ 11:59 PM
1	Week of 6/5	Face-to-Face (6/7): Introduction, Syllabus Review; Presentation of Intern Requirements; <i>Gladys Weatherspoon Case Study</i> located in Resource B.	
2	Week of 6/12	Online: Understanding the Budget Process; Homework Analysis 1 – Respond to Blackboard thread on/before June 16 th .	HW1 – 6/16
3	Week of 6/19	Face-to-Face (6/21): The Budget-Vision Relationship and the National Standards; Article Analysis Presentations (1-3); Lecture - Federal Funding Overview; Presentation of Requirements for Critical Standards Projects.	AA 1-3
4	Week of 6/26	Face-to-Face (6/28): Culture, Data, and Celebrating Success; Article Analysis Presentations (4-6); Lecture - State Funding	AA 4-6
5	Week of 7/3	Face-to-Face (7/5): A Model for Integrating Vision, Planning, and Budgeting; Article Analysis Presentations (7-9); Lecture - Local Funding.	AA 7-9
6	Week of 7/10	Online: Homework Analysis 2 - Respond to Blackboard Thread on/before July 15 th .	HW2 – 7/14
7	Week of 7/17	Face-to-Face (7/19): Effective and Efficient Budgeting Practices; Article Analysis Presentations (10-12).	AA 10-12
8	Week of 7/24	Online: Homework Analysis 3 - Respond to Blackboard Thread on/before July 28 th .	HW3 – 7/28
9	Week of 7/31	Face-to-Face (8/2): Building the School Budget; Critical Standard Project Presentations.	CSP – 8/2

Evaluation:

Percentage %	Grade	Description
95 and Above	A	Excellent, superior achievement
90-94	A-	
88-89	B+	
84-87	B	Good, exceeding all requirements
80-83	B-	
78-79	C+	
74-77	C	Average, satisfactorily meeting all requirements
70-73	C-	
68-69	D+	
65-67	D	
Below 65	F	Failing or withdrawal while doing failing work
	I	Incomplete

NOTE: Information contained in this class syllabus is subject to change without notice. Students are expected to be aware of any additional course policies presented by the instructor during the course.

This course follows all UH grade regulations, policies, and standards as stated in the student handbook. Review the catalog for conditions under which an incomplete may be granted. <http://www.uh.edu/dos/studenthandbook/> and <http://catalog.uh.edu/content.php?catoid=6&navoid=1077>

Academic Honesty:

Plagiarism or cheating will not be tolerated. Notification to all concerned parties will be made immediately. <http://catalog.uh.edu/content.php?catoid=6&navoid=1025>

Accommodating Students:

In accordance with 504/ADA guidelines, reasonable academic accommodations will be provided to students who request and require them. Please call 713-743-5400 (<http://www.uh.edu/csd/>) for more assistance.

Student Responsibility:

A responsible student is a successful student. At the University of Houston, students are expected to conduct themselves in a mature and responsible manner, respect the opinions, rights, and personal property of others, and meet their financial obligations. Students are responsible for seeking help and guidance from all of the resources that the university makes available to them. They are expected to be proactive and remain informed about university dates and deadlines, and understand academic and disciplinary policies. They are responsible for communication with their professors, advisors, and university staff, and the commitment to being organized and prepared to learn. Above all, our students are expected to strive for honesty and academic integrity throughout their period of study at the University of Houston. <http://catalog.uh.edu/content.php?catoid=6&navoid=1082>

Online Student Etiquette:

This course may host synchronous online meetings. During those meetings consider the following:

- **Keep chats on topic.** Avoid inappropriate conversations that may distract others from the course topic or objective.
- **Avoid strong/loud language. Be polite.** Language can easily be misinterpreted in written communication. Before sending an email or chat message make sure it clearly conveys the intended feeling.
- **Use emoticons to express feelings.** Nonverbal cues can reinforce the feeling of a message. Use sparingly. :-)
- **Respect privacy of peers.** Do not post someone's personal information online without their expressed permission.
- **Use appropriate dress code on camera.** During a video conference dress as if attending a face-to-face class. Avoid offensive clothing.
- **Be mindful of background noise and scene/location.** Take advantage of quiet areas to avoid distractions to fellow classmates. Avoid offensive décor or noise.
- **Be helpful.** Assist fellow classmates in understanding course materials.

ELCS 6350
School Leadership
(Principalship)

Instructor: Anne McClellan

Office Room Number: 214D, Farish Hall

Office Hours: Office hours will be held prior to class or by appointment.

Phone: 713-743-0750 (O) / 713-478-2443 (C)

Email: amcclellan@uh.edu

Class Sections	Days and Time	Room	Instructional Mode
ELCS 6350	Wednesday, 5:30-8:30pm	211	Hybrid

Course Description:

The primary purposes of this course include: preparing principals who understand and demonstrate the ability to a) identify, reflect upon, and articulate ethical beliefs and values. b) Assume the roles and functions of school-based management. c) Apply appropriately various leadership theories. d) Articulate personal understanding of the quality of schooling they wish to achieve for the community of the school they are to lead. e) Apply human relations skills in interacting effectively with others. f) Analyze and solve problems using appropriate decision-making techniques) g) Preparation for the Texas Principals' Exam.

Course Participation and Expectations:

- Each student is expected to attend all classes, study and analyze assigned readings, participate in class discussions, and complete all assignments.
- Students are also expected to minimize side conversations and use of electronic devices (i.e. texting, searching the Internet, etc.)
- Some of the work in the class may be done in small discussion groups organized around a topic for study. Groups also may work during the class period and report on issues, questions, and insights regarding the assigned material.
- Students are responsible for knowing and adhering to all university and college dates and deadlines. Such dates and deadlines include those for enrollment (registration), adding and dropping of courses, academic holidays, payment and refunds, and applying for graduation. Visit the following website for specific dates: <http://www.uh.edu/academics/catalog/academic-calendar/>
- In a case of emergency, it is the student's responsibility to keep posted on all official University alerts or closures by visiting: <http://www.uh.edu/emergency>.
- All assignments must be typed and no late work is accepted. All assignments MUST follow APA format, 12 point font of Times New Roman, and 1" margins. All written work must be submitted in hard copy format.

Learning Objectives/Outcomes:

Upon completion of this course, students will be able to:

1. Demonstrate knowledge, skills and attitudes related to the building level administrator;
2. Review and discuss current and influential literature about the role of the principal;
3. Demonstrate the ability to communicate decisions and research with the school community; and
4. Generate a school environment that focuses on social equity through academic scholarship and relationships.

Assignment details and points:

Assignments are expected to be turned into Blackboard by the assigned due date. Technology failures will not be accepted as reason for missed assignment due dates. Therefore, do not leave anything to the last minute. Back up files frequently and in various locations so work is not lost. It is the student's responsibility to identify alternative ways to complete or submit an assignment. For example, if the Blackboard Learn system is offline consider emailing the assignment before the due date. Students are required to follow all UH deadlines:

<http://www.uh.edu/academics/catalog/academic-calendar/>

Assessment details and points:

Week	Date	Agenda	Due Date @ 11:59 PM	Points
		Attendance – 2 points per class		20
1	6/7/17	Introductions, Expectations, Syllabus review, Needs assessment, Bio Activity, and Insights Discovery introduction	6/7/17	
2	6/14/17	No Class, complete Insights Discovery Personal Assessment and assignment; Read Harvard Business Review Articles: (1) Leadership Takes Self Control and (2) Emotional Agility and develop two critical response 1-pagers	6/14/17	20
3	6/21/17	TEA Principal Standards 1: Complete Insights Discovery Profile https://www.insights.com Guest: Bambi McCullough, Executive Coach	Papers due 6/21/17	20
4	6/28/17	TEA Principal Standard 2 and 3: Human Capital-Develop, support, supervise staff. <u>Insight Discovery Discussion</u> <u>Case Study: Team Leadership: It's Not for the Faint of Heart</u>	Insights Discovery Paper due 6/28/17	20
5	7/5/17	TEA Principal Standard 2: Leading Learning-High expectations with focus on instruction. <u>Case Study: You're the New Principal? Considering First Steps Toward Improvement at Sparrow Middle School</u> <u>Overview of Final project: Deconstructing your school Improvement Plan – 3-4 typed pagers. Using the school or district format, the student will develop a school improvement</u>		20

		plan to include at a minimum the identification of needs, development of goals and specific activities, professional learning activities, and evaluation with a focus on improving student outcomes and to ensure social justice, equity, and academic scholarship.		
6	7/12/17	No Class <u>Interview Preparation or Coaching Session:</u> Putting it all together - Schedule a one hour coaching session with me.		20
7	7/19/17	TEA Principal Standard 3: Executive Leadership. The principal models responsibility and a relentless focus on improving student outcomes. <u>Case Study:</u> Turnaround, Transformational, or Transactional Leadership: An Ethical Dilemma in School Reform		20
8	7/26/17	TEA Principal Standard 4: School Culture. The principal is responsible for establishing a shared vision and culture of high expectations for all staff and students. <u>Case Study:</u> Entanglements of Discipline, Behavioral Intervention, Race, and Disability Analyzing Data		20
9	8/2/17	TEA Principal Standard 5: Strategic Operations. The principal is responsible for implementing systems that align with school's vision and mission and improve the quality of instruction. <u>Panel Discussion:</u> Buses, books, and buildings....		20
10	8/9/17	No Class; Upload Critical Standards Project Final Due		20
TOTAL POINTS				200

Evaluation:

Point Range	Grade	Description
180-200	A	Excellent, superior achievement
170-179	A-	
160-169	B+	
150-159	B	Good, exceeding all requirements
140-149	B-	
130-139	C+	
120-129	C	Average, satisfactorily meeting all requirements
110-119	C-	
100	F	Failing or withdrawal while doing failing work
	I	Incomplete

This course follows all UH grade regulations, policies, and standards as stated in the student handbook. Review the catalog for conditions under which an incomplete may be granted.

<http://www.uh.edu/dos/studenthandbook/> and <http://catalog.uh.edu/content.php?catoid=6&navoid=1077>

Academic Honesty:

Plagiarism or cheating will not be tolerated. Notification to all concerned parties will be made immediately.
<http://catalog.uh.edu/content.php?catoid=6&navoid=1025>

Accommodating Students:

In accordance with 504/ADA guidelines, reasonable academic accommodations will be provided to students who request and require them. Please call 713-743-5400 (<http://www.uh.edu/csd/>) for more assistance.

Student Responsibility:

A responsible student is a successful student. At the University of Houston, students are expected to conduct themselves in a mature and responsible manner, respect the opinions, rights, and personal property of others, and meet their financial obligations. Students are responsible for seeking help and guidance from all of the resources that the university makes available to them. They are expected to be proactive and remain informed about university dates and deadlines, and understand academic and disciplinary policies. They are responsible for communication with their professors, advisors, and university staff, and the commitment to being organized and prepared to learn. Above all, our students are expected to strive for honesty and academic integrity throughout their period of study at the University of Houston.

<http://catalog.uh.edu/content.php?catoid=6&navoid=1082>

Online Student Etiquette:

This course will host synchronous online meetings. During those meetings consider the following:

- **Keep chats on topic.** Avoid inappropriate conversations that may distract others from the course topic or objective.
- **Avoid strong/loud language. Be polite.** Language can easily be misinterpreted in written communication. Before sending an email or chat message make sure it clearly conveys the intended feeling.
- **Use emoticons to express feelings.** Nonverbal cues can reinforce the feeling of a message. Use sparingly. :-)
- **Respect privacy of peers.** Do not post someone's personal information online without their expressed permission.
- **Use appropriate dress code on camera.** During a video conference dress as if attending a face-to-face class. Avoid offensive clothing.
- **Be mindful of background noise and scene/location.** Take advantage of quiet areas to avoid distractions to fellow classmates. Avoid offensive décor or noise.
- **Be helpful.** Assist fellow classmates in understanding course materials.

Texas Administrative Code and Principal's Certificate Standards

The principal:

- (b)(1) ensures that a positive, collaborative, and collegial school culture facilitates and enhances the implementation of campus initiatives and the achievement of campus goals;
- (b)(2) uses emerging issues, recent research, demographic data, knowledge of systems, campus climate inventories, student learning data, and other information to collaboratively develop a shared campus vision;
- (b)(3) facilitates the collaborative development of a plan in which objectives and strategies to implement the campus vision are clearly articulated;
- (b)(4) supports the implementation of the campus vision by aligning financial, human, and material resources;

- (b)(5) establishes processes to assess and modify the plan of implementation to ensure achievement of the campus vision;
- (b)(6) acknowledges, recognizes, and celebrates the contributions of students, staff, parents, and community members toward the realization of the campus vision;
- (b)(7) models and promotes the continuous and appropriate development of all learners, including faculty and staff, in the campus community;
- (b)(8) uses strategies to ensure the development of collegial relationships and effective collaboration of campus staff;
- (b)(9) develops and uses effective conflict-management and consensus-building skills;
- (b)(10) establishes and communicates consistent expectations for staff and students, providing supportive feedback to ensure a positive campus environment;
- (b)(11) implements effective strategies to systematically gather input from all campus stakeholders, supporting innovative thinking and an inclusive culture;
- (b)(12) creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students; and
- (b)(13) ensures that parents and other members of the community are an integral part of the campus culture;
- (c)(1) creates a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff;
- (c)(2) prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research;
- (c)(3) routinely monitors and improves instruction by visiting classrooms, engaging in formative, evidence-based appraisal processes and conferences with teachers, and attending grade or team meetings;
- (c)(4) facilitates the use of sound research-based practice in the development and implementation of campus curricular, co-curricular, and extracurricular programs to fulfill academic, developmental, social, and cultural needs;
- (c)(5) facilitates campus participation in collaborative school district planning, implementation, monitoring, and curriculum revision to ensure appropriate scope, sequence, content, and alignment;
- (c)(6) implements a rigorous curriculum aligned with state standards, including college and career readiness standards;
- (c)(7) analyzes the curriculum to ensure that teachers align content across grades and that curricular scopes and sequences meet the particular needs of their diverse student populations;
- (c)(8) monitors and ensures staff uses multiple forms of student data to inform instruction and intervention decisions to maximize instructional effectiveness and student achievement;
- (c)(9) ensures that effective instruction maximizes growth of individual students and student groups, supports equity, and eliminates the achievement gap;
- (c)(10) ensures staff have the capacity and time to collaboratively and individually use classroom formative and summative assessment data to inform effective instructional practices and interventions;
- (c)(11) facilitates the use and integration of technology, telecommunications, and information systems that enhance learning;
- (d)(1) invests and manages time to prioritize the development, support, and supervision of the staff to enhance student outcomes;
- (d)(2) ensures all staff have clear expectations that guide them and by which they are assessed, including the use of and familiarity with evidence-based appraisal rubrics, where applicable;
- (d)(3) uses data from multiple points of the year to complete accurate appraisals of all staff, using evidence from regular observations, student data, and other sources to evaluate the effectiveness of teachers and staff;
- (d)(4) coaches and develops educators by conducting conferences, giving individualized feedback, and supporting individualized professional growth opportunities;

- (d)(5) facilitates the campus's professional learning community to review data, processes, and policies in order to improve teaching and learning in the school;
- (d)(6) creates opportunities for effective staff to take on a variety of leadership roles and appropriately delegates responsibilities to staff and administrators on the leadership team;
- (d)(7) collaboratively develops, implements, and revises a comprehensive and on-going plan for professional development of campus staff that addresses staff needs based on staff appraisal trends, goals, and student information;
- (d)(8) ensures the effective implementation of a continuum of professional development by the appropriate allocation of time, funding, and other needed resources;
- (d)(9) implements effective, legal, and appropriate strategies for the recruitment, selection, assignment, and induction of campus staff;
- (d)(10) plans for and adopts early hiring practices;
- (e)(1) reflects on his or her practice, seeks and acts on feedback, and strives to continually improve, learn, and grow;
- (e)(2) engages in ongoing and meaningful professional growth activities to further develop knowledge and skills and to model lifelong learning;
- (e)(3) uses strong communication skills, understands how to communicate a message in different ways to meet the needs of various audiences, and develops and implements strategies for effective internal and external communications;
- (e)(4) develops and implements a comprehensive program of community relations, which uses strategies that will effectively involve and inform multiple constituencies;
- (e)(5) establishes partnerships with parents, businesses, and other groups in the community to strengthen programs and support campus goals;
- (e)(6) demonstrates awareness of social and economic issues that exist within the school and community that could impact campus operations and student learning;
- (e)(7) gathers and organizes information from a variety of sources for use in creative and effective campus decision making;
- (e)(8) frames, analyzes, and creatively resolves campus problems using effective problem-solving techniques to make timely, high-quality decisions;
- (e)(9) develops, implements, and evaluates change processes for organizational effectiveness;
- (e)(10) uses effective planning, time management, and organization of work to maximize attainment of school district and campus goals;
- (e)(11) keeps staff inspired and focused on the campus vision while supporting effective change management;
- (f)(1) assesses current campus needs, reviewing a wide set of evidence to determine the campus's priorities, and sets ambitious and measurable school goals, targets, and strategies that form the campus's strategic plan;
- (f)(2) outlines and tracks meaningful goals, targets, and strategies aligned to a school vision that continuously improves teacher effectiveness and student outcomes;
- (f)(3) allocates resources effectively (e.g., staff time, dollars, and tools), aligning them to the school priorities and goals, and works to access additional resources as needed to support learning;
- (f)(4) establishes structures to regularly monitor multiple data points with leadership teams to evaluate progress toward goals, adjusting strategies to improve effectiveness;
- (f)(5) implements appropriate management techniques and group processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment;
- (f)(6) implements strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment;
- (f)(7) applies local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs;
- (f)(8) collaboratively plans and effectively manages the campus budget;

- (f)(9) uses technology to enhance school management;
- (f)(10) facilitates the effective coordination of campus curricular, co-curricular, and extracurricular programs in relation to each other and other school district programs;
- (f)(11) collaborates with district staff to implement district policies and advocates for the needs of district students and staff;
- (g)(1) implements policies and procedures that encourage all campus personnel to comply with Chapter 247 of this title (relating to Educators' Code of Ethics);
- (g)(2) models and promotes the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors;
- (g)(3) ensures that reports of educator misconduct, including inappropriate relationships between educators and students, are properly reported so appropriate investigations can be conducted;
- (g)(4) models and promotes the continuous and appropriate development of all learners in the campus community;
- (g)(5) ensures all students have access to effective educators and continuous learning opportunities;
- (g)(6) promotes awareness and appreciation of diversity throughout the campus community;
- (g)(7) implements special campus programs to ensure that all students are provided quality, flexible instructional programs and services to meet individual student needs;
- (g)(8) articulates the importance of education in creating engaged citizens in a free democratic society;
- (g)(9) communicates productively with all audiences through strong communication skills and understands how to communicate a message in different ways to meet the needs of various audiences; and
- (g)(10) treats all members of the community with respect and develops strong, positive relationships with them.

Technology Requirements:

This face-to-face course uses a learning management system called Blackboard to post assignment details, announcements, and provide collaborative opportunities. This course is best viewed through the use of a full desktop or laptop computer. The use of mobile devices may prevent course materials to not display or work properly. Below are the minimum technology requirements to be successful in this course:

- Supported operating system (e.g. Windows/PC or Apple/MAC computer)
- USB Flash Drive (at least 1 GIG)
- Stable internet connection (ethernet connection preferred over wireless)
- CougarNet Login credentials <http://accessuh.uh.edu>
- Email account (UH alias or personal)
- Microsoft Office 2007 or later
- Adobe PDF Reader <http://get.adobe.com/reader/>
- Two supported internet browsers (e.g. Mozilla Firefox, Google Chrome)
- Pop-up blockers disabled for trusted sites (e.g UH, Blackboard)
- Cookies enabled for trusted sites (e.g UH, Blackboard)
- Java plug-in <http://www.java.com/en/download/installed.jsp>

Technology Competencies/Skills:

Students enrolled in the course must be prepared to perform the basic tasks below.

1. Send and receive email;
2. Attach files to an email message;
3. Locate system information (e.g. browser version, operating system, etc) for trouble shooting;
4. Recognize, use, and create hyperlinks;

5. Use of basic Microsoft Office programs;
6. Download and install software (including utilities, plug-ins, and/or apps);
7. Copy and paste text using a computer;
8. Scan and remove computer viruses;
9. Plug in external devices to a computer ;
10. Save files to an external device (e.g. flash drive, CD, or DVD);
11. Use an internet search engine to locate online credible resources;
12. Post and reply to discussion forums or chat via instant messaging tool;
13. Send computer screenshot for technical assistance.

Support Services:

Student assistance for Blackboard can be found by visiting <http://www.uh.edu/blackboard/help/> , calling 713-743-1411, or emailing support@uh.edu. If you cannot purchase or download the suggested software programs, utilize the CITE computer lab for available computers (<http://www.coe.uh.edu/cite>). CITE is located on the third floor of Farish Hall in the suite 300N rooms. Software or hardware can be purchased at the UH Bookstore or UH CougarByte Discount website (<http://www.cougarbyte.com/>). Additional UH computer labs are available all over campus. Learn more by visiting <http://www.uh.edu/infotech/services/facilities-equipment/comp-labs/>

IHE/EPP Evaluation Process and Metrics

IHE/EPP Evaluation Process and Metrics

Fort Bend ISD will utilize the following processes and metrics to evaluate the Fort Bend ISD/UH Cohort Experience, specifically related to the Principal Preparation Grant Program.

1. **Stakeholder Data:** Fort Bend will utilize student performance evaluation data such as observations, teacher surveys (either approved or provided by TEA), and Practicum Advisor & Coach (PAC) notes.
2. **PAC Coaching and Feedback Observations:** To determine feedback and observation outcomes, Fort Bend ISD will evaluate authentic student leadership opportunities such as:
 - the ability to address and resolve a significant problem/challenge in the school that influences practice and student learning;
 - the skills needed to establish and support effective and continuous professional development with assigned staff; and
 - the ability to facilitate stakeholders' efforts to build a collaborative team within the school to improve instructional practice, student achievement, and the school culture

Observation notes along with professor and PAC input will determine satisfactory student outcomes.

3. **Assistant Principal Placement:** Fort Bend ISD will track student placement information of all Fort Bend ISD/UH Cohort students.
4. **Diversity:** Fort Bend ISD will track student demographic information of all Fort Bend ISD/UH Cohort students.
5. **Completion:** Fort Bend ISD will track the student completion rate of all Fort Bend ISD/UH Cohort students.
6. Fort Bend ISD will track student satisfaction rates with IHE/EPP and mentor principal of all Fort Bend ISD/UH Cohort students.
7. Fort Bend ISD will track the number of student applicants for principal residency within an LEA of all Fort Bend ISD/UH Cohort students.
8. **Passing Rate-** Fort Bend ISD will track the principal certification passing rate of all Fort Bend ISD/UH Cohort students.